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ABSTRACT

The primary objectives of this study were: (1) to determine the extent to which Sesame Street is continuing to reach underprivileged preschool children and to compare its current performance with data established in the previous studies conducted in 1970, 71, and 73; (2) to examine the relationship of Sesame Street to school age children by determining how many watch the program, and how that influences their younger siblings; and (3) to explore the attitudes and values of parents/caretakers to determine the factors which lead them to encourage their children to watch the program. Bedford Stuyvesant, East Harlem, Chicago's black ghetto area, and the inner city of Washington D.C. were the areas used for the distribution of the questionnaire designed to yield factual data about viewing habits, and attitudinal data based on verbatim opinions. A summary of the major findings and their implications, and the most significant findings with their supporting tables are reported in the first two sections. Verbatim quotes are included in the third, and the appendix describes characteristics of the respondents in each of the four areas studied. (JEG)

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A TREND REPORT ON THE ROLE AND PENETRATION OF SESAME STREET IN GHETTO COMMUNITIES

(Bedford Stuyvesant, East Harlem, Chicago and Washington, D. C.)

Prepared for

Children's Television Workshop

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INTRODUCTION

INTRODUCTION

This is the report of a study conducted for Children's Television Workshop on the performance of Sesame Street in ghetto areas.

The primary objectives of the study were:

...To determine the extent to which Sesame Street is continuing to reach underprivileged preschool children (2-5 years of age) and to compare its current performance with benchmark data established in the previous studies conducted in 1970, 1971 and 1973.

...To examine the relationship of Sesame Street to school age children (6-11 years of age) including determining how many school age children watch the program as well as explaining the influence of school age children on their younger siblings.

...To explore the attitudes and values of parents/caretakers in order to better understand the factors which lead parents to encourage their children to watch the program.

Other objectives of the study included:

...Analyzing the favorite aspects of Sesame Street from the point of view of both parents and children.

...Obtaining parents' impressions of the long range effect of previous Sesame Street viewing on children now in school.

RESEARCH DESIGN AND METHODOLOGY

The Research Design

This study covers the same four major ghetto areas covered in the studies conducted in 1970, 1971 and 1973--Bedford Stuyvesant and East Harlem in New York City; the inner city of Washington, D. C. and the black ghetto area of Chicago.

We used identical sampling instructions, field interviewing procedures, validation techniques, and, where possible, the same questions as in previous studies. This enabled us to guarantee reliable and projectable results and to draw valid comparisons with the 1970, 1971 and 1973 studies.

The questionnaire was designed to yield both factual data about viewing habits of Sesame Street as well as attitudinal data based on verbatim opinions.

Qualifications of Respondents

To qualify for the interview, a respondent had to either have children between the ages of 2 and 5 who were neither in day care nor nursery schools during the day, or to care for other children of the same age on a regular (5 day a week) basis in the household in which the interview was conducted.

All interviewing was done during the day to insure that the mother or babysitters were at home during these hours and could speak from firsthand knowledge.

The second qualification was that there had to be at least one television set in working order in the household.

The Sampling Procedure

The samples were designed to insure maximum representation of each area, and to minimize any bias due to either the clustering of the interviews or possible interest generated by the appearance of the interviewers in the area. For example, a total of 32 sampling points were used in Bedford Stuyvesant, 32 in East Harlem, 32 in Chicago, and 32 in Washington, D. C. In each sampling point, each interviewer was given a starting point, and a route to follow. Listing sheets were kept to account for those not at home, those ineligible to be interviewed, and refusals.

The final sample included 1,236 interviews from four typical ghetto communities--three black and one of predominately Spanish background. Ninety-seven per cent of the respondents interviewed were from black or Spanish-speaking households.

THE SAMPLE

Communities	Number of Interviews
Bedford Stuyvesant	336
East Harlem	289
Chicago	298
Washingotn, D. C.	313

Field Interviewing

All interviewing was conducted by black or Spanish-speaking interviewers living within or adjacent to the area in which they were interviewing. Despite nearly all of the interviewers having had previous interviewing experience, each was specifically trained for this particular project.

Validation

Close to 100 per cent validation was made of all completed interviews. Respondents were asked whether or not they'd been interviewed, and the subject of the interview. Also, questions were asked about Sesame Street viewing and the demographic characteristics of the household. Each completed interview was also read and carefully checked as an additional method of validation.

The Report

For the convenience of the reader, the report is organized into the following sections:

...The Overview - summarizes the major findings of the study and their implications.

...Detailed Findings - includes the most significant findings of the study and their supporting tables.

...Verbatim Quotes - quotes from mothers and children covering the following topics:

- Mothers' and children's responses to the question, "What do you particularly like about Sesame Street?"

- Mothers' responses to the question, "How has watching Sesame Street in the last few years made a difference to your children who are now in school?"

...The Appendix - describes sample characteristics for each of the four areas.

THE OVERVIEW

The picture of Sesame Street which emerges from this study of the ghetto areas of New York (Bedford Stuyvesant and East Harlem), Chicago and Washington, D. C. is one of a program that continues to enjoy extraordinarily wide appeal among children and their parents/caretakers. Overall, the study is dominated by five major themes:

1. Viewing Patterns

   Sesame Street is watched on at least an occasional basis by nearly all 2 to 5 year olds in the four ghetto areas surveyed.

SESAME STREET'S CURRENT PENETRATION LEVEL

	1978	1973	1971	1970
	%	%	%	%
Ever Watch:				
Bedford Stuyvesant	96	92	77	90
East Harlem	96	94	86	78
Chicago	91	97	95	88
Washington, D. C.	97	67	59	33

The program's current penetration levels represent a substantial increase in viewership in Washington, D. C. (from 67% in 1973 to 97% in 1978) and a slight decline in Chicago where the penetration remains at an extremely high level.

Other important findings relevant to viewing patterns include the following:

...A substantial rise in the number of regular viewers (four to five times a week) in Washington, D. C. (36% in 1973 to 66% in 1978) and a slight rise in the number of regular viewers in East Harlem (67% in 1973 to 79% in 1978).

...The 9-10 a.m. time slot emerges as the most popular time for Sesame Street in all four ghetto communities, followed by the mid-afternoon--after school--time slot.

...While Saturday viewing has risen slightly in Washington, D. C., it has dropped substantially in the remaining areas, particularly in Bedford Stuyvesant and Chicago, reflecting perhaps the decline in the number of times the program is shown on Saturday. Similarly, while Sunday was never an extremely popular time for Sesame Street viewing, it has become even less popular in the past year.

...Sesame Street enjoys a wider appeal in households where the principal language is Spanish

than in those where English is the principal language.

...Children in the sample area in East Harlem and Bedford Stuyvesant have become somewhat younger in the past five years. The majority of pre-schoolers in all four communities are now between the ages of 2 and 3.

...A substantial segment of the audience in each of the four communities surveyed watch Sesame Street on color television. In Washington, D.C., Chicago and East Harlem, the figure is approximately 1 out of 2, while in Bedfore Stuyvesant, it is 1 out of 3.

2. Sesame Street and School Age Children

Sesame Street shows no sign of losing its substantial appeal among 6 to 11 year olds who have younger siblings. It is viewed regularly by an overwhelming majority of these 6 to 11 year olds, though with the exception of Washington, D.C. there has been a slight decline in overall penetration since 1973.

VIEWING OF SESAME STREET BY OLDER CHILDREN

Base: Older Children (6-11) Also in Household

	Bedford Stuyvesant		East Harlem		Chicago		Washington D.C.	
	1978	1973	1978	1973	1978	1973	1978	1973
	%	%	%	%	%	%	%	%
Watch	77	82	86	94	84	93	76	67
Don't watch	20	14	13	4	9	6	18	26
Not sure	3	4	1	2	7	1	6	7

These 6 to 11 year olds watch the program at home and have done so since they were young. Another interesting feature of the viewing habits of older children, is the impact of their viewing on their younger siblings. Clearly, older children who view Sesame Street contribute to the success of Sesame Street among 2 to 5 year olds.

IMPACT OF VIEWING HABITS OF OLDER CHILDREN ON THEIR YOUNGER SIBLINGS

	Older Children		
	Total	Watch	Don't Watch
Viewing Habits of 2-5 Year Olds	%	%	%
Watch daily	56	61	41
Watch occasionally/never	44	39	59

Also, there is a near consensus among parents of school age children who watched Sesame Street that the program made a difference--providing the children with early preparation for school.

3. Attitudes Toward Sesame Street: Parents/ Caretakers versus Children

When asked to comment on their favorite aspects of Sesame Street, 3 out of 4 adults describe the educational aspects of the program, while children think first and foremost of the characters.

COMPARISON OF WHAT PARENTS VERSUS CHILDREN LIKE BEST ABOUT SESAME STREET

	Parents*	Children 1/
	%	%
Net of:		
Educational aspects	75	20
Characters	28	65
Entertainment	23	15
Character building	3	-

* Adds to more than 100% because of multiple responses.

1/ Based on those with an opinion.

4. Parental Attitudes and Values and Their Impact on Children's Viewing of Sesame Street

Respondents in the four ghetto communities were more likely than parents in the nation as a whole to take a traditional stand placing a higher value on such things as the importance of education, religion and strict, old-fashioned upbringing.

Within the four communities support for such traditional values among parents was associated with higher levels of viewership of Sesame Street among children.

5. Sesame Street Magazine

A large majority of respondents in all four communities have not seen Sesame Street Magazine. However, in Washington, D.C., where the program has made major gains in the past five years, it does enjoy a significant amount of familiarity (29% familiar).

DETAILED FINDINGS

1. Viewing Patterns and Attitudes Toward Sesame Street

Finding #1: Current Penetration: Sesame Street has maintained its near saturation level of viewership among 2 to 5 year old children in East Harlem, Bedford Stuyvesant and Chicago, while making major gains in Washington, D. C. Nearly all 2 to 5 year olds in Washington, D. C. now watch Sesame Street at least occasionally.

CURRENT PENETRATION LEVEL

Base: Total 2-5 Year Olds

Ever Watch Sesame Street	1978 %	1973 %	1971 %	1970 %
Bedford Stuyvesant	96	92	77	91
East Harlem	96	94	86	78
Chicago	91	97	95	88
Washington, D. C.	97	67	59	33

Finding #2: When Sesame Street Was Last Watched: Along with the rise in penetration, there has been a sharp rise in the recency of viewing of Sesame Street among respondents in Washington. Two out of three (62%) ghetto children (2-5 years) in the nation's capital watched Sesame Street in the previous day or two. East Harlem children are also somewhat more likely to have watched in the past day or two, while the viewing levels in Bedford Stuyvesant and Chicago have remained essentially the same.

WHEN SESAME STREET WAS LAST WATCHED

In New York

Base: Total 2-5 Year Olds

	Bedford Stuyvesant				East Harlem			
	1978	1973	1971	1970	1978	1973	1971	1970
	%	%	%	%	%	%	%	%
Ever watch Sesame Street	96	92	77	90	96	94	86	78
Today or yesterday	76	75	46	72	70	62	66	74
3 - 6 days ago	12	13	11	12	17	23	15	-
1 - 2 weeks ago	5	2	6	5	5	7	3	1
More than 2 weeks ago	2	1	6	-	3	1	-	-
Not sure	1	1	8	1	1	1	2	3

WHEN SESAME STREET WAS LAST WATCHED

In Chicago and Washington, D. C.

Base: Total 2-5 Year Olds

	Chicago				Washington, D. C.			
	1978	1973	1971	1970	1978	1973	1971	1970
	%	%	%	%	%	%	%	%
Ever watch Sesame Street	91	97	95	88	97	67	59	32
Today or yesterday	71	70	64	57	62	32	25	23
3 - 6 days ago	15	22	10	19	20	14	13	3
1 - 2 weeks ago	3	2	3	5	12	7	8	1
More than 2 weeks ago	1	1	9	3	1	7	4	-
Not sure	1	2	9	4	2	7	9	5

Finding #3: Frequency of Viewing Sesame Street: Paralleling the recency of viewing of Sesame Street is the rise in the frequency of viewing in Washington, D. C. and East Harlem.

...Two out of three (66%) respondents in Washington, D. C. indicate that the 2 to 5 year olds in the household are regular viewers (4-5 times a week or more) versus 1 out of 3 (36%) in 1973.

...Nearly 8 out of 10 (79%) children in East Harlem are regular viewers versus 2 out of 3 (67%) in 1973.

FREQUENCY OF VIEWING SESAME STREET

In New York

Base: Total[1/]

	Bedford Stuyvesant				East Harlem			
	1978	1973	1971	1970	1978	1973	1971	1970
	%	%	%	%	%	%	%	%
Watched Sesame Street within the last two weeks	93	90	64	90	93	91	84	78
Once a day or more	51	70	31	68	61	60	60	55
4 - 5 times a week	25	10	14	5	18	7	8	10
2 - 3 times a week	12	7	14	6	10	17	15	6
Irregularly	3	2	4	6	3	5	1	-
Not sure/no answer	2	1	**	5	1	2	-	7

** Less than 0.5%.

[1/] Hereafter, use of the term (ghetto) children refers to households with parents or caretakers responding to items as they relate to children meeting our sample specifications, viz., children 2-5 years of age in the four ghetto areas surveyed who are at home with parents or caretakers and have a working television set.

FREQUENCY OF VIEWING SESAME STREET

In Chicago and Washington, D. C.

Base: Total

	Chicago				Washington, D. C.			
	1978	1973	1971	1970	1978	1973	1971	1970
	%	%	%	%	%	%	%	%
Watched Sesame Street within the last two weeks	90	94	77	81	95	51	46	32
Once a day or more	63	76	62	50	50	30	23	16
4 - 5 times a week	12	9	8	10	16	6	11	6
2 - 3 times a week	10	7	5	9	17	13	9	7
Irregularly	1	2	1	5	7	1	2	2
Not sure/no answer	4	-	1	7	5	1	1	1

Finding #4: Weekday Viewing Patterns: The most popular viewing time for Sesame Street among 2 to 5 year olds in all four of the areas is the 9 to 10 a.m. time slot. Sesame Street is watched most often during this time slot by 1 out of 2 of its viewers in Washington, D.C. and Bedford Stuyvesant and nearly 1 out of 2 in East Harlem and Chicago. Also, the after school 4 to 5 p.m. time slot (4:30 to 5:30 in Chicago) is the second most popular time throughout the four areas--suggesting that the program has substantial appeal among school age children.

PATTERN OF WEEKDAY VIEWING OF

SESAME STREET IN CHICAGO

Base: Watched in Last Two Weeks and Watch on Weekdays (90%)
(WTTW-11)

	When Watched*	Watched Most Often
	%	%
7:00 - 8:00 a.m.	31	10
9:00 - 10:00 a.m.	53	42
3:00 - 4:00 p.m.	29	15
4:30 - 5:30 p.m.	31	21
Not sure	2	3
No answer	-	9

* Adds to over 100% because of multiple responses.

PATTERN OF WEEKDAY VIEWING

OF SESAME STREET IN

WASHINGTON, D. C.

Base: Watched in Last Two Weeks and Watch on Weekdays (95%) (WETA-26)

	When Watched*	Watched Most Often
	%	%
9:00 - 10:00 a.m.	54	57
10:00 - 11:00 a.m.	33	10
4:00 - 5:00 p.m.	32	15
Not sure	7	3
No answer	-	15

* Adds to over 100% because of multiple responses.

PATTERN OF WEEKDAY VIEWING OF SESAME STREET IN

BEDFORD STUYVESANT AND EAST HARLEM

Base: Watched in Last Two Weeks and
Watch on Weekdays (93%)
(WNET-13) (WLIW-21)

	Bedford Stuyvesant		East Harlem	
	When Watched*	Watched Most Often	When Watched*	Watched Most Often
	%	%	%	%
	93 (100%)	93 (100%)	93 (100%)	93 (100%)
Watch on Weekdays				
8:00 - 9:00 a.m. (21)	30	11	29	22
9:00 - 10:00 a.m. (13)	52	51	59	40
4:00 - 5:00 p.m. (13)	30	19	36	26
4:30 - 5:30 p.m. (21)	17	15	26	10
Not sure	3	-	1	-
No answer	-	4	-	2

* Adds to over 100% because of multiple responses.

Finding #5: Saturday Viewing: Regular Saturday viewing of Sesame Street has risen somewhat in Washington, D. C., however it has declined in the other three areas particularly Bedford Stuyvesant and Chicago.

WATCH SESAME STREET EVERY SATURDAY

Base: Households With Children
Who Watched Sesame Street
in Last Two Weeks

	1978	1973	1971
	%	%	%
Bedford Stuyvesant	38	65	34
East Harlem	52	57	58
Chicago	43	56	52
Washington, D. C.	25	17	21

FREQUENCY OF VIEWING SESAME STREET ON SATURDAY

In New York

Base: Total who have ever watched Sesame Street

	Bedford Stuyvesant			East Harlem		
	1978	1973	1971	1978	1973	1971
	%	%	%	%	%	%
Watched Sesame Street within the last two weeks	93	90	64	93	91	84
More than one hour every Saturday	20	38	7	26	33	40
One hour or less every Saturday	16	27	7	21	24	18
Every other Saturday	8	4	4	6	3	1
About one Saturday a month	5	1	2	1	1	-
Irregularly	12	5	9	13	6	7
Never on Saturday	22	9	10	20	20	12
Not sure	10	6	5	6	4	6

FREQUENCY OF VIEWING SESAME STREET ON SATURDAY

In Chicago and Washington, D. C.

Base: Total who have ever watched Sesame Street

	Chicago			Washington, D. C.		
	1978	1973	1971	1978	1973	1971
	%	%	%	%	%	%
Watched Sesame Street within the last two weeks	90	94	77	95	51	46
More than one hour every Saturday	15	32	32	-	7	13
One hour or less every Saturday	23	24	20	24	10	8
Every other Saturday	4	4	3	17	3	4
About one Saturday a month	2	1	2	4	1	1
Irregularly	11	10	6	11	5	3
Never on Saturday	25	13	7	26	20	13
Not sure	8	10	7	13	5	4
No answer	2	-	-	-	-	-

Finding #6: Saturday Viewing Time: On Saturday as on weekdays, the early morning time slot runs a poor second to the midmorning time slot (10-11 in New York and 9-10 in Chicago).

PATTERN OF SATURDAY VIEWING OF

SESAME STREET IN CHICAGO

Base: Watched in Last Two Weeks and Watch on Saturday (WTTW-11)

	When Watched*	Watched Most Often
	%	%
Saturday 7:30 - 8:30 a.m.	34	28
Saturday 9:00 - 10:00 a.m.	54	50
Not sure	24	11
No answer	2	11

* Adds to over 100% because of multiple responses.

PATTERN OF SATURDAY VIEWING OF SESAME STREET IN

BEDFORD STUYVESANT AND EAST HARLEM

Base: Watched in Last Two Weeks and
Watch on Saturday
(WNET-13) (WLIW-21)

	Bedford Stuyvesant		East Harlem	
	When Watched*	Watched Most Often	When Watched*	Watched Most Often
	%	%	%	%
Watch on Saturday				
Saturday 8:00 - 9:00 a.m.	36	33	35	26
Saturday 10:00 - 11:00 a.m.	53	51	63	56
Not sure	25	-	17	9
No answer	2	16	2	12

* Adds to over 100% because of multiple responses.

PATTERN OF SATURDAY VIEWING OF

SESAME STREET IN

WASHINGTON,

D. C.

Base: Watched in Last Two Weeks
and Watch on Saturdays
(WETA-26)

	When Watched
	%
Saturday 8:00 - 9:00 a.m.	47
Not sure	43
No answer	10

Finding #7: Sunday Viewing of Sesame Street: There has been a slight decline in regular Sunday viewing of Sesame Street in all three areas that ran the show on Sunday in 1973. In Washington, D. C. where a Sunday show is comparatively new, viewership is on a par with the other three areas.

FREQUENCY OF SUNDAY VIEWING OF SESAME STREET

Base: Total who have ever watched Sesame Street

	Bedford Stuyvesant		East Harlem		Chicago		Washington, D. C.[1]
	1978	1973	1978	1973	1978	1973	1978
	%	%	%	%	%	%	%
Households With Children Who Watched Sesame Street in Last Two Weeks	93 (100%)	90 (100%)	93 (100%)	91 (100%)	90 (100%)	94 (100%)	95 (100%)
Every Sunday	14	22	19	29	9	17	11
Every other Sunday	8	9	4	6	5	6	9
About one Sunday a month	5	2	2	2	2	3	5
Irregularly	17	12	20	12	16	15	17
Never	42	38	41	43	46	43	41
Not sure	14	17	14	8	20	16	16
No answer	-	-	-	-	2	-	1

1/ Not shown on Sunday in 1973.

Finding #8: Viewing History: Perhaps as important as the current penetration level is the viewing history of the current audience. In 1973, 4 out of 10 (41%) viewers of Sesame Street in Washington, D. C. had been watching for one year or less. The large number of viewers who were then relatively new to the program may help account for the current sharp rise in viewership in the Washington, D.C. area.

VIEWING HISTORY

Base: Households With Children Who Watched Sesame Street in the Last Two Weeks

	Bedford Stuyvesant		East Harlem		Chicago		Washington, D. C.	
	1978	1973	1978	1973	1978	1973	1978	1973
	%	%	%	%	%	%	%	%
Less than one year	32	26	23	27	26	21	31	41
One to two years	28	42	42	34	30	48	37	28
Two or more years	38	30	33	29	39	27	26	22
Not sure	2	3	2	9	5	5	6	9

Finding #9: Tuning in Sesame Street: Children in the sample area in Bedford Stuyvesant and East Harlem have gotten younger in the past five years and perhaps as a consequence ghetto children in these areas are more likely to depend on adults to tune in the program. Children in Washington are also more likely to ask adults to tune in the program.

AGE OF THE CHILDREN IN EACH OF THE FOUR GHETTO AREAS

Base: Total 2-5 Year Olds

	Bedford Stuyvesant		East Harlem		Washington, D. C.		Chicago	
	1978	1973	1978	1973	1978	1973	1978	1973
	%	%	%	%	%	%	%	%
Age of Child								
2 years	23	42*	28	50*	26	55*	27	50*
3 years	29		35		29		26	
4 years	30	27	22	23	25	23	30	25
5 years	18	31	15	27	20	22	17	25

* 2 and 3 year olds combined in 1973.

WHO TUNES IN TO SESAME STREET

In New York

Base: Households with children who watched Sesame Street in the last 2 weeks

	Bedford Stuyvesant			East Harlem		
	1978	1973	1971	1978	1973	1971
	%	%	%	%	%	%
Adult	50	33	34	51	32	42
Child	36	54	52	38	55	54
Child asks	8	11	5	5	4	3
Depends	5	1	9	5	9	1
Not sure/no answer	1	1	-	1	-	-

WHO TUNES IN TO SESAME STREET

In Chicago and Washington, D. C.

Base: Households with children who watched Sesame Street in the last 2 weeks

	Chicago			Washington, D. C.		
	1978	1973	1971	1978	1973	1971
	%	%	%	%	%	%
Adult	32	38	27	49	29	39
Child	49	47	55	37	55	46
Child asks	8	12	6	4	6	4
Depends	5	3	11	10	10	9
Not sure/no answer	6	-	1	-	-	2

Finding #10: Viewership of Sesame Street Among Respondents of Spanish Origin: Sesame Street is more likely to be viewed regularly by children from households where English is not the main language--7 out of 10 (70%) children in Spanish-speaking households watch the program regularly versus just over 1 out of 2 children in English-speaking households.

DAILY VIEWERSHIP OF SESAME STREET AMONG RESPONDENTS OF SPANISH ORIGIN VERSUS TOTAL AUDIENCE

	Total Audience	Total Non-Spanish Audience	Respondents of Spanish Origin		
			Total	Spanish Main Language	English/ English and Spanish Main Language
	%	%	%	%	%
Viewership of Sesame Street					
Daily	56	54	66	70	58
Nondaily/never	44	46	34	30	42

Finding #11: Sesame Street Viewing and Type of Television: Roughly 1 out of 2 respondents in each of the areas surveyed had a color television. Among those with both a color and black and white set, the vast majority used the color set for watching the program. In all then, roughly 1 out of 2 children watch Sesame Street on color sets with the exception of Bedford Stuyvesant where the figure is 4 out of 10 (39%). Also, the quality of reception remains excellent in all four areas though somewhat lower in Washington, D.C. where it is available only on UHF.

OWNERSHIP OF COLOR VERSUS BLACK AND WHITE TELEVISION

Base: Household With Children Who Watched Sesame Street in Last Two Weeks

	Bedford Stuyvesant	East Harlem	Chicago	Washington, D. C.
	%	%	%	%
Own color television set exclusively	17	21	27	28
Own black and white set exclusively	56	50	38	33
Both	26	29	33	39
Not sure	1	-	2	-

TELEVISION USED FOR VIEWING SESAME STREET

Base: Children in Households With Both Color and Black and White Set

	Bedford Stuyvesant	East Harlem	Chicago	Washington, D. C.
	%	%	%	%
Color set	84	81	75	80
Black and white set	14	16	17	16
Not sure	2	3	8	4

WATCH SESAME STREET ON

COLOR TELEVISION

Base: Households With Children Who Watched Sesame Street in Last Two Weeks

	Total
	%
Bedford Stuyvesant	39
East Harlem	45
Chicago	51
Washington, D. C.	59

QUALITY OF SESAME STREET RECEPTION ON TV SET

Base: Households With Children Who Have Watched Sesame Street in Last Two Weeks

	Bedford Stuyvesant		East Harlem		Chicago		Washington, D. C.	
	1978	1973	1978	1973	1978	1973	1978	1973
	%	%	%	%	%	%	%	%
Very Good	82	83	92	89	84	82	68	74
Fairly Good	16	17	7	9	11	15	30	18
Not Very Good	2	**	1	2	1	2	1	8
Not At All Good	-	-	-	-	-	1	1	-
No Answer	-	-	-	-	4	-	-	-

** Less Than 0.5%

Finding #12: Familiarity With Sesame Street Magazine: A large majority of respondents have never seen Sesame Street Magazine. Familiarity is highest in Washington, D. C. where 3 out of 10 (30%) indicate having seen it compared to approximately 2 out of 10 in East Harlem, Bedford Stuyvesant and Chicago.

FAMILIARITY WITH SESAME STREET MAGAZINE

Base: Total

	East Harlem	Bedford Stuyvesant	Washington, D. C.	Chicago
	%	%	%	%
Have seen it	17	19	29	21
Never seen it	80	73	59	71
Not sure	3	8	12	7

Finding #13: Sesame Street Viewing Among School Age Children: Nearly 1 out of 2 respondents in East Harlem and Chicago who have a child 2-5 years of age also have a child between the ages of 6 and 11. In Bedford Stuyvesant and Washington, D.C. the figure is 4 out of 10. The overwhelming majority of these 6 to 11 year olds watch Sesame Street at home. Also, there is little sign of a serious "wear out factor," though there has been a slight decline in viewership in this group in the past five years.

HOUSEHOLDS WITH CHILDREN

AGE SIX TO ELEVEN

Base: Total

	1978	1973
	%	%
Bedford Stuyvesant	40	45
East Harlem	52	54
Chicago	48	63
Washington, D. C.	41	58

VIEWING OF SESAME STREET BY OLDER CHILDREN[1/]

In New York

Base: Older Children (6-11) Also in Household

	Bedford Stuyvesant			East Harlem		
	1978	1973	1971	1978	1973	1971
	%	%	%	%	%	%
Watch	77	82	81	86	94	73
Don't watch	20	14	13	13	4	22
Not sure	3	4	6	1	2	5

1/ Information not available for 1970.

VIEWING OF SESAME STREET BY OLDER CHILDREN[1/]

In Chicago and Washington, D. C.

Base: Older Children (6-11) Also in Household

	Chicago			Washington, D. C.		
	1978	1973	1971	1978	1973	1971
	%	%	%	%	%	%
Watch	84	93	81	76	67	80
Don't watch	9	6	15	18	26	13
Not sure	7	1	4	6	7	7

1/ Information not available for 1970.

VIEWING HABITS OF CHILDREN SIX TO ELEVEN

Base: Households With School Age Children
Now Watching Sesame Street

	Bedford Stuyvesant	East Harlem	Chicago	Washington, D. C.
	%	%	%	%
Where They Watch				
At home	95	97	95	89
At school	2	1	2	4
Not sure/no answer	3	2	3	7

Finding #14: Frequency of Viewing of Sesame Street by Older Children: Though the majority of older viewers continue to watch Sesame Street regularly, the decline in overall penetration in Bedford Stuyvesant, East Harlem and Chicago has been most pronounced among daily viewers.

FREQUENCY OF VIEWING OF SESAME STREET AT HOME BY OLDER CHILDREN IN BEDFORD STUYVESANT AND EAST HARLEM

BASE: Older Children (6-11) in Household Who Watch at Home

	Bedford Stuyvesant			East Harlem		
	1978	1973	1971	1978	1973	1971
	%	%	%	%	%	%
Watch Sesame Street						
Every Day	29	51	35	33	47	13
3 - 4 Times a Week	36	25	27	45	31	41
1 - 2 Times a Week	16	16	18	12	10	33
Less Than Once a Week	17	8	20	9	10	8
Not Sure	2	**	**	1	2	5

** Less Than 0.5%

FREQUENCY OF VIEWING OF SESAME STREET BY OLDER CHILDREN[1/]

In Chicago and Washington, D.C.

Base: Older Children (6-11) in Household
Who Watch at Home

	Chicago			Washington, D. C.		
	1978	1973	1971	1978	1973	1971
	%	%	%	%	%	%
Watch Sesame Street:						
Every day	55	63	45	29	33	34
3 - 4 times a week	30	25	30	42	23	34
1 - 2 times a week	5	5	5	16	11	9
Less than once a week	5	7	15	10	33	18
Not sure	5	**	5	3	**	5

** Less than 0.5%.

1/ Information not available for 1970.

Finding #15: Viewing History Among School Age Children:

The vast majority of school age children began watching Sesame Street when they were young. This long history of viewing is particularly characteristic of children in East Harlem and Chicago, where more than 9 out of 10 school age children began watching when they were young.

VIEWING HISTORY OF SCHOOL AGE CHILDREN [1]

Base: Older children (6-11) also in household

	Bedford Stuyvesant	East Harlem	Washington, D. C.	Chicago
Watched When Young	%	%	%	%
Yes	86	95	89	96
No	14	5	11	4
(Not sure)	(4)	(10)	(18)	(5)

1/ Based on those answering.

Finding #16: The Influence of Older Siblings: Consistent with the high penetration level among 6 to 11 year olds is the fact that the majority of these older children often watch Sesame Street along with their younger siblings. Also, younger children are nearly all as excited or more excited about the program than their older siblings were. Clearly, older siblings are not having a dampening effect on the attitudes of their younger brothers or sisters toward the program. If anything, they appear to be stimulating viewing.

FREQUENCY OF OLDER CHILDREN WATCHING SESAME STREET WITH THEIR YOUNGER SIBLINGS

Base: Households With Older Children Who Watch at Home

	Bedford Stuyvesant	East Harlem	Chicago	Washington, D. C.
	%	%	%	%
Usually	57	63	71	50
Occasionally	34	31	23	40
Hardly ever	7	5	4	8
Never	2	1	1	2
Don't know/ no answer	-	-	1	-

LEVEL OF EXCITEMENT ABOUT SESAME STREET

Base: Households With Older Children Who Watched When They Were Younger

	Bedford Stuyvesant	East Harlem	Chicago	Washington, D. C.
	%	%	%	%
Are Young Children More or Less Excited About Sesame Street Than Older Ones?				
More excited	36	38	37	40
Less excited	10	10	17	16
As excited (same)	51	49	43	42
Younger child doesn't watch	2	1	1	-
Not sure/no answer	1	2	2	2

Finding #17: Impact of Older Siblings on the Viewing Habits of Younger Children: The majority of parents/caretakers feel that the viewing habits of older children do not have an impact on those of their younger brothers and sisters. However, those who feel this made a difference nearly universally believe it has made the younger children more likely to watch the program.

Actual viewership figures suggest that their is a strong association between the viewing habits of older and younger siblings. Six out of ten (61%) 2 to 5 year olds with older siblings who watch are themselves daily viewers versus only 4 out of 10 (41%) children whose older siblings do not watch.

PERCEIVED IMPACT OF VIEWING HABITS OF OLDER

CHILDREN ON THEIR YOUNGER SIBLINGS

Base: Households With Older Children Who Watched When They Were Younger

	Bedford Stuyvesant	East Harlem	Chicago	Washington, D. C.
	%	%	%	%
Younger Children Are:				
More likely to watch	25	29	40	35
Less likely to watch	4	2	8	8
No difference	69	68	50	54
Don't know	2	1	2	3

IMPACT OF VIEWING HABITS OF OLDER CHILDREN ON THEIR YOUNGER SIBLINGS

VIEWING HABITS OF 2 - 5 YEAR OLDS

	Watch Daily	Watch Occasionally/ Never
Total 2 - 5 year olds	56	44
2 - 5 Year Olds Without 6 - 11 Year Old Siblings	56	44
2 - 5 Year Olds With 6 - 11 Year Old Siblings	57	43
2 - 5 Year Olds With 6 - 11 Year Old Siblings Who Watch Sesame Street	61	39
2 - 5 Year Olds With 6 - 11 Year Old Siblings Who Don't Watch Sesame Street	41	59

Finding #18: Effects of Sesame Street on Older Children: The majority of respondents continue to believe that Sesame Street has been a positive influence on the older children in the household. The belief that Sesame Street has made a difference in older children has grown substantially in the last five years in Chicago and Washington, D. C.

The primary positive influence described by parents is the general preparation for school that Sesame Street has provided as well as the more specific verbal and mathematical skills of spelling, counting, etc.

EFFECTS OF SESAME STREET ON OLDER CHILDREN NOW IN SCHOOL[1/]

Base: Households with older children who watched when they were young

	Bedford Stuyvesant		East Harlem		Chicago		Washington, D. C.	
	1978	1973	1978	1973	1978	1973	1978	1973
	%	%	%	%	%	%	%	%
Made a difference	83	84	89	85	84	61	74	60
No difference	4	3	4	5	8	5	8	4
Not sure/no answer	13	13	7	10	8	34	18	36

1/ Based on those watching the program when younger.

HOW SESAME STREET HELPED CHILDREN NOW IN SCHOOL

Base: Mothers Who Feel Sesame Street Made a Difference

	Bedford Stuyvesant		East Harlem		Chicago		Washington, D. C.	
	1978	1973	1978	1973	1978	1973	1978	1973
	%	%	%	%	%	%	%	%
Educational Aspects								
Prepared them for school/ created interest in learning/helped with schoolwork	38	47	37	33	41	34	39	29
Learned to count	49	27	50	28	36	30	33	34
Learned alphabet	26	24	31	22	38	25	27	28
Learned to spell/read/ write	35	17	30	19	24	14	29	14
Helped English/ pronunciation	9	6	19	11	12	12	10	4
Learned shapes	1	1	3	2	1	4	-	1
Learned about animals	3	1	1	-	-	2	-	1
Learned to sing	1	2	6	2	3	-	4	4
Learned many new things	3	-	2	-	4	-	6	-
Character Building								
Learned right and wrong	2	2	2	4	-	2	1	-
Helped them grow up	2	2	1	2	-	3	1	2
Learned to get along with different races	-	2	-	2	1	2	-	-
Kept them off the street	-	2	3	2	-	1	1	1

Finding #19: What Parents Like Best About Sesame Street: As in the past, respondents continue to describe the educational aspects of Sesame Street as the feature of the program that they like best. This is particularly true in East Harlem, which is the most traditional of the four communities.

WHAT PARENTS LIKE ABOUT SESAME STREET[1/]

(Volunteered responses)

In New York

Base: Households With Children Who Watched Sesame Street in Last Two Weeks

	Bedford Stuyvesant			East Harlem		
	1978	1973	1971	1978	1973	1971
	%	%	%	%	%	%
Educational aspects	86	84	84	91	84	84
Entertainment aspects	12	7	8	6	9	3
All other comments	2	9	8	3	7	14

1/ Repercentaged on the basis of 100% of the total volunteered comments for each city.

WHAT PARENTS LIKE ABOUT SESAME STREET[1/]

(Volunteered responses)

In Chicago and Washington, D. C.

Base: Households With Children Who Have Watched Sesame Street in Last Two Weeks

	Chicago			Washington, D. C.		
	1978	1973	1971	1978	1973	1971
	%	%	%	%	%	%
Educational aspects	85	85	69	77	80	65
Entertainment aspects	13	8	18	21	8	16
All other comments	2	7	13	2	12	19

1/ Repercentaged on the basis of 100% of the total volunteered comments for each city.

Finding #20: Favorite Aspects of Sesame Street; Mothers versus Children: Adults continue to name the educational aspects of Sesame Street as their favorite feature of the program. Children, on the other hand, continue to favor the characters on the program, especially Big Bird and The Cookie Monster, though Big Bird appears to have lost some of the appeal it had in years past.

COMPARISON OF WHAT MOTHERS VERSUS CHILDREN

LIKE BEST ABOUT SESAME STREET

Base: Households With Children Who Watched Sesame Street in Last Two Weeks

	Mothers*	Children[1/]
Net of:	%	%
Educational aspects	75	20
Characters	28	65
Entertainment	23	15
Character building	3	-

* Adds to more than 100% because of multiple responses.

1/ Based on those with an opinion.

WHAT MOTHERS LIKE ABOUT SESAME STREET AS A PROGRAM FOR CHILDREN

In New York

	Bedford Stuyvesant			East Harlem		
	1978	1973	1971	1978	1973	1971
	%	%	%	%	%	%
Watched within last two weeks	93	90	64	93	91	84
Educational Aspects						
Teaches them to count	47	45	27	62	45	33
Learning alphabet	30	41	15	37	33	32
Teaching methods/prepared for kindergarten	5	30	26	10	23	21
Teaches spelling/reading	18	16	5	17	10	7
Improves their English	13	6	2	26	12	10
Learn shapes/colors/drawing	7	3	3	8	5	4
Songs/music	15	6	6	24	6	5
Learn many simple things	8	a/	a/	5	a/	a/
Entertainment Aspects						
Puppets/animals	a/	24	a/	a/	26	a/
Big Bird	30	6	5	22	8	2
Games/puzzles	12	3	1	15	3	-
The People	5	1	2	7	3	2
The Count	2	a/	a/	3	a/	a/
Helps Mother						
Keeps children occupied	1	3	4	3	5	12
Character Building Aspects						
Learn to get along with others/all races	6	3	2	2	**	2
Learn right and wrong	-	-	-		-	2
All other	3	5	2	3	5	-
Don't know/no answer	15	b/	b/	1	b/	b/

** Less than 0.5%.

a/ Not answered in this study.

b/ Not asked in previous study.

WHAT MOTHERS LIKE ABOUT SESAME STREET AS A PROGRAM FOR CHILDREN

In Chicago and Washington, D. C.

	Chicago			Washington, D. C.		
	1978	1973	1971	1978	1973	1971
	%	%	%	%	%	%
Watched within last two weeks	94	94	77	90	51	46
Educational Aspects						
Teaches them to count	55	64	12	38	26	10
Learning alphabet	40	36	9	31	20	9
Teaching methods/prepared for kindergarten	11	32	28	3	14	13
Teaches spelling/reading	16	8	1	7	4	2
Improves their English	6	6	1	12	2	-
Learn shapes/colors/drawing	6	8	-	6	2	-
Songs/music	22	4	5	12	2	3
Learn many simple things	7	a/	a/	7	a/	a/
Entertainment Aspects						
Puppets/animals	a/	35	a/	a/	19	a/
Big Bird	26	4	12	16	4	4
Games/puzzles	15	2	2	9	**	2
The People	5	3	1	4	1	1
The Count	4	a/	a/	4	a/	a/
Helps Mother						
Keeps children occupied	3	6	8	1	4	2
Character Building Aspects						
Learn to get along with others/all races	3	**	1	2	**	-
Learn right and wrong		-	1		-	1
All other	4	5	1	5	4	10
Don't know/no answer	4	b/	b/	22	b/	b/

** Less than 0.5%.

a/ Not answered in this study.

b/ Not asked in previous study.

WHAT CHILDREN LIKE ABOUT SESAME STREET

In New York

Base: Households With Children Who Watched in Last Two Weeks

	Bedford Stuyvesant			East Harlem		
	1978	1973	1971	1978	1973	1971
	%	%	%	%	%	%
Learning Aspects						
Learning to count/alphabet	14	16	20	9	14	29
The songs	3	7	3	8	8	15
Spelling/reading	**	1	5	1	-	-
Other learning aspects	1	3	2	**	2	-
Specific Characters						
Big Bird	28	72	27	32	67	38
Oscar	11	27	5	4	28	8
The Cookie Monster	14	15	-	14	37	-
Ernie and Bert	11	6	-	7	5	-
Gordon	**	1		-	-	
Mr. Hopper	2	1	-	1	1	-
Susan	**	1	3	-	4	3
Snuffaluffagas/The elephant	1	2	-	-	15	-
Count	11	-	-	6	-	-
Other People	5	-	-	2	-	-
Program Specifics						
Puppets/animals	5	3	17	9	23	33
Cartoons	1	1	6	**	1	-
Animals	1	6	3	1	3	-
Games	1	1	7	3	-	8
Other Responses						
Funny	4	a/	a/	1	a/	a/
Everything	2	a/	a/	1	a/	a/
Don't know/no answer	49	-	-	49	-	-

** Less than 0.5%.

a/ Not answered in previous studies.

WHAT CHILDREN LIKE ABOUT SESAME STREET

In Chicago and Washington, D. C.

Base: Households With Children Who Watched Sesame Street in the Last Two Weeks

	Chicago			Washington, D. C.		
	1978	1973	1971	1978	1973	1971
	%	%	%	%	%	%
Learning Aspects						
Learning to count/alphabet	24	20	23	18	28	39
The songs	9	8	1	7	5	-
Spelling/reading	**	2	-	2	3	1
Other learning aspects	**	1	-	**	3	1
Specific Characters						
Big Bird	55	53	52	27	55	60
Oscar	11	15	11	6	7	27
The Cookie Monster	44	18	-	11	24	-
Ernie and Bert	16	11	-	6	6	-
Gordon	**	-	-	1	-	-
Mr. Hopper	5	3	1	**	-	-
Susan	**	2	5	-	-	3
Snuffaluffagas/The elephant	3	2	-	1	3	-
Count	11	-	-	3	-	-
Other People	6	-	-	5	-	-
Program Specifics						
Puppets/animals	11	7	25	3	18	19
Cartoons	-	4	1	-	-	3
Animals	**	-	-	5	6	-
Games	2	1	5	2	-	12
Other Responses						
Funny	6	a/	a/	1	a/	a/
Everything	1	a/	a/	2	a/	a/
Don't know/no answer	26	-	-	46	-	-

** Less than 0.5%.

a/ Not answered in previous studies.

2. Parental Attitudes and Values and Their Impact on Viewing of Sesame Street

Finding #21: Very Important Personal Values: Respondents in the four ghetto communities surveyed, tend to be more traditional than parents in the nation as a whole. For example, they are more likely to regard such things as education and religion as important than are other parents. This traditional value orientation is most characteristic of residents of East Harlem, the majority (59%) of whom are Hispanic.

VERY IMPORTANT VALUES

Base: Total

	Total	Bedford Stuyvesant	East Harlem	Chicago	Washington, D. C.	National Baseline [1]
	%	%	%	%	%	%
Financial security	86	82	93	88	82	74
Having children	57	48	75	56	54	43
Education	92	81	98	96	94	71
Religion	67	56	76	72	68	52
Getting ahead	81	74	88	86	78	-
Work	85	74	94	91	84	77

[1] Raising Children in a Changing Society, General Mills Inc., 1977.

Finding #22: Parental Values and Children's Viewership of Sesame Street: The traditionalism of ghetto parents/caretakers creates a favorable environment for children's viewing. Parents of children who are regular viewers are more likely to emphasize the importance of such traditional values as:

Work

Getting ahead

Financial security.

PARENTAL VALUES AND CHILDREN'S VIEWERSHIP OF SESAME STREET

Base: Total

		Viewership of Sesame Street		
	Total	Daily	Occasional/ Nonviewer	Net Difference
Very Important Values	%	%	%	%
Work	85	90	79	+11
Getting ahead	81	85	77	+8
Financial security	86	89	82	+7
Religion	67	70	65	+5
Having children	57	59	55	+4
Education	92	93	91	+2

Finding #23: Parental Attitudes Toward Child Rearing: The traditionalism of ghetto respondents extends the child rearing attitudes and values as well as general social values. Once again the traditionalism of East Harlem residents stands out prominently.

Regular viewership of Sesame Street is associated with the belief that:

...Children learn a lot of good things from television.

...Parents have to be careful about what their children watch on TV.

...Strict, old-fashioned upbringing is best.

PARENTAL ATTITUDES TOWARD CHILD REARING

Base: Total

Agree Strongly	Total	East Harlem	Bedford Stuyvesant	Washington, D. C.	Chicago	National 1/ Baseline
	%	%	%	%	%	%
Strict/old-fashioned upbringing is best	40	49	38	37	38	28
It's important for parents to have lives of their own even if it means less time for the children	16	7	18	23	14	22
If children are going to succeed it's important to get a head start at home	84	94	77	82	84	-
Children learn a lot of good things from television	31	33	29	35	27	-
Parents shouldn't push their children	17	9	16	24	17	-
Parents have to be careful about what their children watch on TV	73	87	70	64	73	

1/ Raising Children in a Changing Society, General Mills Inc., 1977.

PARENTAL ATTITUDES TOWARD CHILD REARING AND CHILDREN'S VIEWERSHIP OF SESAME STREET

Base: Total

	Total	Viewership of Sesame Street		
		Daily	Occasional/ Nonviewer	Net Difference
	%	%	%	%
Agree Strongly				
Children learn a lot of good things from television	31	35	26	+9
Strict/old-fashioned upbringing is best	40	43	36	+7
Parents have to be careful about what their children watch on TV	73	76	69	+7
Parents shouldn't push their children	17	18	15	+3
If children are going to succeed it's important to get a head start at home	84	84	83	+1
It's important for parents to have lives of their own even if it means less time for the children	16	15	16	-1

VERBATIM QUOTES

Bedford Stuyvesant: Mothers' Comments on Sesame Street

"It's good because they teach kids to read."

"It's a very good program. It teaches and gives a lot of knowledge to the kids."

"It teaches her how to share and how to spell. It teaches her to be good to other people."

"I like it because it gives a sense of dignity in themselves. It also teaches them to love one another."

"The fact that children are attracted to it, that they enjoy it and that it captures their attention. They learn different kinds of languages. They learn up and down concepts."

"It is geared to all kinds of children--rich and poor. No matter what or who you are you can watch it, enjoy it, and appreciate it."

"...It teaches the child self-awareness and how to like himself no matter who he or she is."

"She learns her directions...she learns her basic speech patterns."

"...the show is educational, not junk!...learned how to relate to other children her own age and how to care for other children."

"...it captures the attention of almost everyone."

"The fact that there is no violence on the show; that in itself is refreshing to see. It is very clean fun."

"I like the action and the colorfulness of the program."

"It is appealing to me as a mother to see my child learn something constructive."

"I like the fact that they are loud and clear about everything."

"I feel comfortable knowing that my child is viewing that program. It seems to satisfy their sense of humor and their capacity for learning."

"I like the fictional stories with morals to them."

"It helps my child achieve higher goals in life. It is refreshing and exciting to see fresh new ways of teaching children."

"I like the repetition. It is reinforcing. The teaching system is good. The muppets teach interaction and socialization."

"They learn the things that I can't teach them because I don't know enough English."

"It helps them through school--gets the children ready ahead of time."

"When they are learning the numbers I can do something else. I like the people and the way they do things."

"The knowledge; it's a basic training."

"The way they show the children makes it easy for them to learn how to speak English."

"It gives the children entertainment."

East Harlem: Mothers' Comments on Sesame Street

"That it is very educational. The puppets are very different. I really like the fact that they teach Spanish."

"I like it because at such a small age she is learning the letters, words, the numbers. It is a great program for a child that is growing."

"...I like everything because it is educational. They learn many things like to tell the shapes and forms of objects and other things."

"It has helped him because it is a program for children. It is not a program with violence in it..."

"...I don't speak English and he has learned English with it..."

"...it also have different ethnic people in the program."

"I like the number routine, the alphabet, the puppets singing, and the Spanish and English routine. I like it because it is bilingual. It is an educational program. It helps children to learn before going to school."

"She is more aware and alert."

"He likes the puppets and the colors. He has learned how to be stupid--act like them, because he always walks around saying, 'give me a cookie'."

"...she has learned the name of certain household things like tables, and she has learned about animals. She's taking speech therapy and I don't know because she can't talk that much. She has learned to say a few things. She likes the animals and things."

"Teaching her words because she has a speech problem...she doesn't go to school, and the program helps her. I think it's very educational."

"...I like it myself. I have learned something too."

"...he has learned pronunciation. He used to stutter, but now he doesn't. When he talks you can understand what he says. They should have more programs on like that."

"It helped them to learn English. They learned games and ideas. They also learned good behavior."

"I think it's very good for the children. My son learned a lot from it. It's very educational for them. They learn things that they don't have the time to teach them in school."

"It is a training program for children in order to give them a knowledge and preparation when they begin attending school."

"It is a very amusing program. Children love it. It teaches a lot of good things in order to keep children nice and quiet. It has a very instructive program."

"...adults like to watch it. It is a very educative program."

"That it keeps him entertained and teaches him at the same time."

"I like it because it is a very complete program."

"...I feel it is one of the best programs for children."

"They learn the language very early."

Chicago: Mothers' Comments on Sesame Street

"... he likes it because it is constantly changing. It keeps him interested. It doesn't get dull...keeps them entertained for a longer period of time. It holds their interest, not boring to them."

"The way they repeat the things over and over again so the kids can get it the second or third time around if they don't get it the first time. The way the program gets the kids to learn with fun. They make it so much fun that the kids don't realize that they are learning."

"It teaches her to count and sound off unfamiliar words. It teaches that there is no difference in people other than color. How to tell time, and to take care of her teeth..."

"It's an amusing program. It gives the children an idea of what's going on in the world at an early age."

"I feel it is something he is interested in if he watches at 2 years of age."

"I like the way it teaches them. I just know it's educational."

"...it's enlightening for him. He is learning to be more attentive."

"...just good, clean fun for the children."

"First it keeps them entertained but most importantly it helps the children to start remembering."

"...keeps a child from watching other programs that are not geared for young minds."

"Children seem to learn reading and counting faster."

"...children are happier because of what they gained from the program."

"It's a child's program--something he understands and is on his level. It keeps him busy, and he is learning at the same time. She has learned to respect other people and their things."

"It's good training along with learning."

"It keeps them entertained in a constructive way."

Washington, D. C.: Mothers' Comments on Sesame Street

"They pronounce their words better."

"I think they should have something like it for older children."

"It helps them to understand games, colors, and words."

"He learns and sees how the other children play. It's very good. It keeps them occupied while I do housework."

"I think it's like being in Headstart and is very educational to children who have no other means of learning."

"He is very attentive to watching. It keeps him interested with the pretty colors, costumes, and various characters."

"The counting game is really beginning to prepare him for school. It has clean stories, and it's fun. They enjoy the characters in it."

"I have found since they began watching the program that they are learning more and more each and every day. They will know something by the time they get to preschool. It makes him want to sit down and watch it. If it can keep him still, it must be interesting."

"It seems to have a lot of variety."

"It's educational, good for coordination. It's as good as school."

"Sesame Street has an intellectual cartoon style. There are no violent cartoons. It teaches them Spanish and a regard for other languages. It's not a discriminating program. It has various racial people--black, white and Oriental."

"They remember so much."

"There is something about everyday life in the world. They can know what to expect of the world. It's interesting for them to learn so much about different communities and different kinds of people. The kids get involved. The manners they pick up are good. They like to watch other children on television."

"It brings about a sense of understanding and enlightenment."

Bedford Stuyvesant: How Mothers Feel Previous Viewing of Sesame Street Has Helped Children Now in School

"Older kids--make a difference. It definitely helped them through school."

"It is not a sure thing that they do learn the things from these programs."

"Their learning process is easier when they get to school."

"They know how to read and write."

"Yes, because he saw that children did go places without their parents, so that he was more prepared for learning without his parents being present."

"He learned how to spell, count, and write his name."

"They learned numbers, animals and words."

"They knew how to spell and to identify animals."

"When my son went to school he knew how to count. He also learned different languages."

"When they started school, they knew how to spell and read."

East Harlem: How Mothers Feel Previous Viewing of Sesame Street Helped Children Now in School

"When she got to school she already knew the complete ABC's plus she counted and added."

"Because she knew how to count, spell, sing and play with other children."

"I really like it for its educational value. It also teaches them how to pronounce correctly. It is a great program."

"It's a good program, especially for small children. They learn a lot. They can learn many words in Spanish and English, by repeating them in both languages, Spanish and English; this is a good method. They learn the meaning of words in Spanish and English."

"I like it because it teaches them. My older ones learned a lot from the program. It is one of the best educational programs on TV. I don't have time to teach them the ABC's, and the program helps them."

"That's how he learned how to read and say words."

"She learned how to count and say her ABC's. I didn't have to teach her.

"I don't know about school but I know it has helped them at home. Sometimes you learn something one way and the teacher teaches it another way."

"He's a little brighter than most of the children in the school..."

"They used to love it and I feel it was constructive for them because he was not afraid of school, and he counted to 40 and spelled his name."

Chicago: How Mothers Feel Previous Viewing of Sesame Street Has Helped Children Now in School

"My son was ready for kindergarten. When he started, he already knew the alphabet and his phonetic sounds."

"My oldest didn't go to kindergarten. Because of Sesame Street, she was able to keep up when she entered first grade and keeps up with the children on that level. I feel Sesame Street helped her a lot. They were well advanced over the other children."

"It made it easy when they started school."

"She started learning the alphabet without my having to instruct her."

"Helped the child to progress at a faster pace in school."

"It's like nursery school at home."

"They knew what to expect when they went to school."

"That's how they got started reading early and got interested in books."

Washington, D. C.: How Mothers Feel Previous Viewing of Sesame Street Has Helped Children Now in School

"It has helped them to learn addition, phonetics; and it has made them aware of learning."

"He seems more alert, quick responses to additions and learning songs."

"They do good schoolwork. It interests them in learning. They teach little kids the alphabet before they're even aware of things. It sure helps in school--like a head start."

"Helped her learning and behavior."

"I love it. It's a happy program for the kids."

"She likes the language part and wants to learn Spanish."

"He's picked up reading and languages much better. He can talk to people and hold a conversation just like a grown person."

"It helps them to learn faster and teaches them to talk 'older.'"

"It gave them a head start on learning skills."

"Educational, no sex, no fighting scenes."

Bedford Stuyvesant: Children's Comments on Sesame Street

"I like to count..."

"I like Big Bird, Oscar, and Ernie. I like nothing else."

"I like Big Bird, Oscar in the Garbage Can, Burt and Ernie, and Froggy."

"I like Maria, Bird, and The Count."

"I like Big Bird, he makes me laugh."

"I like to count."

"I like the games."

"I like to count and the ABC's."

"I think it's funny."

"I like The Muppets especially Cookie Monster,"

"I like Big Bird."

"I like The Count."

"I like The Muppets."

"I like Big Bird, Ernie, Burt and The Cookie Monster."

East Harlem: Children's Comments on Sesame Street

"Big Bird is very funny and I like Cookie Monster. I also like the games and learning the ABC's while we sing."

"I have learned words and the songs."

"I learned the objects. I learned how to count from one to ten. I also learned words."

"I like Big Bird and Oscar and Count Dracula and I love Maria."

"Yes, I like Count Dracula, and Cookie Monster. Well, Maria taught me how to count and spell."

"I like Oscar and Big Bird. I learned the colors and I count to 20."

"I like the songs and Cookie Monster and Big Bird."

"I like Big Bird."

"I like the singing."

"I like the Cookie Monster."

"I like Big Bird and Oscar."

"I like the Cookie Monster and Big Bird. The singing's nice."

"I like Ernie and The Count."

"I like the songs and the dancing."

"I like Big Bird, Ernie...all of it."

Chicago: Children's Comments on Sesame Street

"I go to school, but I don't have to go away from home like my sister."

"My numbers, my ABC's, the Sesame Street song, Big Bird, Grover, and Cookie Monster."

"I like to sing, Cookie Monster, and The Count."

"I like it."

"Cookie Monster is always eating cookies."

"They do funny things."

"Maria, I like looking at her. I like her singing. Cookie Monster, I like to look at him."

"Big Bird, he's funny. Cookie Monster eats all the cookies. Like to sing and count."

"Learned to count. Learn my ABC's. Like Big Bird, Cookie Monster and Maria, she sings good."

"I like Oscar."

"I like everything they do. They're funny. Cookie Monster eats all the cookies."

"I like to sing, I like to count and say my ABC's. I like Cookie Monster, Ernie, Garbage Man; they are funny."

"Garbage Man, he's always in the garbage can. Cookie Monster, he eats all the cookies."

"I like Big Bird."

"I like the Monster."

"I like Big Bird."

"The characters and games they play."

"I like Cookie Monster and the Letter Man."

"I like to watch and talk to Big Bird. I like Mr. Snuffaluffagas

"They're my friends. I learned ABC's from Sesame Street. I like for The Count to count "hot dogs."

Washington, D. C.: Children's Comments on Sesame Street

"It's fun."

"I learned thinking."

"I can sing all of the songs and can count to 50."

"I like The Count and working with colors and songs."

"I like Big Bird."

"I like the Big Bird and the games they play."

"I like the animals and bright colors."

"I like Big Bird, numbers, characters and songs."

"I like the counting games and Big Bird."

"I like to learn different stories and how to count."

"I like the Big Bird and the 1, 2, 3 counting game."

"I like to sing songs and the numbers game."

"It's fun, I like everything."

"I learn to count and tell stories from this program."

"I like ABC's and my numbers. Cookie Monster eats cookies all the time--he lives in a trash can and bubbles come out. It's very funny. He likes junk and stuff. He puts soda in it. I like Dracula too."

"They play games I like. I learned three."

"I like Big Bird, Cookie Monster, Barnie, counting, sing and dance and sitting down and ready to go. I learned thinking."

"I like Oscar, Big Bird, Mr. Hooper, alphabets, numbers, counting airplanes, flying, hopping, running, jumping and airplanes."

"I like Big Bird, a whole lot of people playing games, and singing about numbers and alphabets."

"I learn to read and count."

APPENDIX A:

Sample Characteristics

RESPONDENT'S CHARACTERISTICS

	Bedford Stuyvesant	East Harlem	Washington, D. C.	Chicago
	%	%	%	%
Respondent's relationship to child				
Parent	82	84	78	88
Caretaker	20	17	35	19
Age of Respondent				
Under 21	13	10	13	17
21 - 34	62	63	58	64
35 - 49	18	19	16	13
50 years and over	6	8	10	4
No answer	1	-	3	2
Race of Respondent				
White	1	2	2	1
Black	84	39	93	97
Spanish origin	14	59	3	-
Origin	1	-	1	1
No answer	-	-	1	1
Sex of Respondent				
Male	12	7	9	8
Female	88	93	91	92

HOUSEHOLD CHARACTERISTICS

	Bedford Stuyvesant	East Harlem	Washington, D. C.	Chicago
	%	%	%	%
Number of people in household [2]				
2 or 3	44	28	29	37
4 - 5	36	46	40	34
6 or more	20	26	31	29
Number of people that work full time				
None	47	48	28	47
One	42	46	40	32
Two or more	10	5	30	18
No answer	1	1	2	3
Number of people that work part time				
None	84	85	72	87
One or two	11	5	20	8
No answer	5	10	8	5
Occupation of those employed full time [1]				
Professional	7	8	21	16
White collar	29	18	43	21
Blue collar	56	47	45	70
Service	15	19	19	19
Civil Service	10	11	22	9
Other	3	1	2	5

[1] Adds to more than 100% due to multiple responses

[2] Repercentaged without "no answer."

HOUSEHOLD CHARACTERISTICS

(Continued)

	Bedford Stuyvesant	East Harlem	Washington, D. C.	Chicago
	%	%	%	%
Number of children cared for in household				
One	76	81	71	72
Two	19	16	22	20
Three or more	5	3	7	5
Number of TV sets in household				
One	56	44	29	50
Two or more	43	55	67	47
Not sure/no answer	1	1	4	3
Handicapped children in household				
None	98	94	94	97
Physical handicap	*	2	3	1
Deafness	*	*	1	*
Other	1	4	1	*
No answer	1	-	1	2

* Less than 0.5%.

APPENDIX B:

Bases Used In The Study

MAIN BASES USED IN THE STUDY

	Total	Bedford Stuyvesant	East Harlem	Chicago	Washington, D. C.
Total 2-5 year olds	1599	435	345	396	423
Total 2-5 year olds who have ever watched Sesame Street	1522	417	332	361	412
Total households with 2-5 year olds	1236	336	289	298	313
Total households that have 2-5 year olds who have ever watched Sesame Street	1176	323	277	272	304
Total households that have 2-5 year olds who have watched Sesame Street in the last 2 weeks	1143	313	268	267	295
Total households with 6-11 year olds	555	133	150	142	130
Total households with 6-11 year olds who now watch Sesame Street	450	103	129	119	99
Total households with 6-11 year olds who watched Sesame Street when younger	462	102	136	129	95

Page of Chart	Total	Bedford Stuyvesant	East Harlem	Chicago	Washington, D. C.
14	1599	435	345	396	423
16	1599	435	345	396	423
17	1599	435	345	345	423
19	1176	323	277	272	304
20	1176	323	277	272	304
22	1143	313	268	267	295
23	1143	313	268	267	295
24	1143	313	268	267	295
26	1143	313	268	267	295
27	1176	323	277	272	304
28	1176	323	277	272	304
30	851	236	212	186	217
31	851	236	212	186	217
32	851	236	212	186	217
34	1143	313	268	267	295
36	1143	313	268	267	295
38	1599	435	345	396	423
39	1143	313	268	267	295
40	1143	313	268	267	295
42	1236	-	-	-	-
44	1143	313	268	267	295
45	362	81	79	87	115
46	1143	313	268	267	295
47	1143	313	268	267	295
48	1236	336	289	298	313
50	1236	336	289	298	313
51	555	133	150	142	130
52	555	133	150	142	130
53	450	103	129	119	99
55 & 56	424	98	125	113	88
58	555	133	150	142	130
60	424	98	125	113	88
61	462	102	136	129	95
63	462	102	136	129	95
66	462	102	136	129	95
67	385	85	121	109	70
69	1143	313	268	267	295
70	1143	313	268	267	295
72	1143	313	268	267	295
73	1143	313	268	267	295
74	1143	313	268	267	295
75	1143	313	268	267	295
76	1143	313	268	267	295
78	1236	336	289	298	313
80	1236	336	289	298	313
82	1236	336	289	298	313
83	1236	336	289	298	313

THE QUESTIONNAIRE

Yankelovich, Skelly and White, Inc.
575 Madison Avenue
New York, New York 10022

Job #8141
April, 1978

1-
2-
3-
4-
5-3

THE TWO TO FIVE SURVEY

6- 7- 8- 9- 10-

Name of Respondent: _____ CF #: [ ][ ][ ][ ][ ]

Address: _____

Interviewer: _____ Date: _____

Area Code: _____ Telephone Number: _____

INTRODUCTION

Hello. My name is _____, and I'm from Yankelovich, Skelly and White, Inc. We're doing a study about television programs for children. (ASK SCREENING QUESTION)

1a. Do you have any children of your own ages 2 through 5 who aren't in a day-care center or kindergarten? Are there any other children that age belonging to your relatives or neighbors whom you care for regularly during the day? (IF HAVE OWN AND CARE FOR RECORD BOTH ANSWERS)

(TERMINATE - RECORD ON RECORD SHEET AND DO NOT COUNT TOWARDS QUOTA)

Have own.....11-1
Care for..... -2
No children that age..... -3

b. Do you have a television set in working order?

(TERMINATE - RECORD ON RECORD SHEET AND DO NOT COUNT TOWARDS QUOTA)

Have.....12-1
Have not..... -2

c. How many television sets do you have?

One.....13-1
Two or more..... -2

d. How many children ages 2 through 5 are usually at your home during the day, including your own and others you may care for?

Total number of children between 2 and 5 who are usually at home during the day.....14-____

e. What are the names of these children ages 2 through 5? (LIST BELOW UNDER Q.1e)

FOR EACH CHILD YOU HAVE LISTED BELOW RECORD BESIDE HIS OR HER NAME WHETHER HE OR SHE IS A BOY OR GIRL AND ASK AND RECORD HIS OR HER AGE.

f. ASK FOR EACH CHILD YOU HAVE LISTED BELOW IN Q.1e: Does (child's name) ever watch a daytime program on television called Sesame Street? (RECORD BELOW FOR EACH CHILD UNDER Q.1f)

g. ASK FOR EACH CHILD LISTED BELOW IN Q.1e: Let's make sure we're talking about the same program. Here is a picture with some of the characters they show on Sesame Street. (SHOW SESAME STREET PICTURE) Now do you recall whether (child's name) ever watches this program? (CIRCLE "YES" OR "NO" IN Q.1g BELOW)

Q.1e				Q.1f	Q.1g	
Name	Boy	Girl	Age	Watch	Yes	No
_____	15-1	16-1	17-____	21-1	22-1	23-1
_____	-2	-2	18-____	-2	-2	-2
_____	-3	-3	19-____	-3	-3	-3
_____	-4	-4	20-____	-4	-4	-4

ASK Q.2 ONLY IF RESPONDENT ANSWERED "NO" ABOUT EVERY CHILD LISTED IN Q.1g. IF ANY CHILD WATCHES ("YES" IN Q.1g) SKIP TO Q.3a AND CONTINUE WITH QUESTIONNAIRE.

2. Did [child(ren)] ever watch this program regularly?

(SKIP TO Q.10a) < Yes.....24-1
No..... -2

ASK ABOUT CHILDREN WHO ANSWERED "YES" IN Q.1g AS A GROUP. FROM HERE ON YOU'RE NOT CONCERNED WITH INDIVIDUAL CHILDREN. IN THE EVENT THAT THE RESPONDENT ANSWERS "ONE CHILD WATCHED IT YESTERDAY, THE OTHER HASN'T WATCHED IT SINCE LAST WEEK," IN Q.3a, YOU ARE TO RECORD ANSWER FOR CHILD WHO WATCHED MOST RECENTLY.

3a. When was the last time [child(ren) who answered "Yes" in Q.1g] watched this program?

(SKIP TO Q.4a) < Today.....25-1
Yesterday..... -2
3 - 6 days ago..... -3
1 - 2 weeks ago..... -4
(ASK Q.3b) < 3 - 4 weeks ago..... -5
More than a month ago..... -6
Not sure..... -7

b. Did [child(ren) name(s)] ever watch this program on a more regular basis?

(SKIP TO Q.10a) < Yes.....26-1
No..... -2

4a. Sesame Street is on every weekday. How often does [name(s) of child(ren)] watch the program in an average week from Monday through Friday? (DO NOT READ LIST)

More than once a day	27-1
Once a day	-2
4 - 5 times a week	-3
2 - 3 times a week	-4
Less than once a week	-5
Irregularly	-6
Not sure	-7
(SKIP TO Q.5a) - Never	-8

b. (SHOW CARD 4b) When does [child(ren)'s name(s)] watch Sesame Street on weekdays? (RECORD BELOW UNDER "Q.4b, WATCHES")

c. IF MORE THAN ONE ANSWER GIVEN TO Q.4b, ASK: When does [child(ren)'s name(s)] watch the program most often on weekdays? (RECORD ONE ANSWER ONLY BELOW UNDER "Q.4c, MOST OFTEN")

	Q.4b Watches	Q.4c Most Often
Weekdays 9 - 10 a.m.	28-1	29-1
Weekdays 10 - 11 a.m.	-2	-2
Weekdays 4:00 - 5:00 p.m.	-3	-3
Not sure	-4	-4

5a. (SHOW CARD 5a) Sesame Street is also on every Saturday. How often does [name of child(ren)] watch the program on Saturdays:

1 hour or less every Saturday	30-1
Every other Saturday	-3
About one Saturday a month	-4
Less than one Saturday a month	-5
Irregularly	-6
Not sure	-7
(SKIP TO Q.5c) - Never	-8

b. Does [name of child(ren)] watch Sesame Street on Saturday mornings at 8 a.m.?

	Watches
Saturday 8 - 9 a.m.	31-1
Not sure	-3
	32 = #

c. The program is also on every Sunday. How often does [name of child(ren)] watch it on Sundays? (DO NOT READ LIST)

Every Sunday	33-1
Every other Sunday	-2
About one Sunday a month	-3
Irregularly	-4
Never	-5
Not sure	-6

6a. Do you have a color television set or a black and white set? (ONE ANSWER ONLY)

(SKIP TO Q.6c) < Color.....34-1
Black and white..... -2
(ASK Q.6b) - Both..... -3

b. On which set do the children usually watch Sesame Street?

The color set.....35-1
The black and white set..... -2

c. How well do you usually get Sesame Street on your television set? Would you say it is very good, fairly good, not very good or not at all good?

(SKIP TO Q.7a) < Very good.....36-1
Fairly good..... -2
(ASK Q.6d) < Not very good..... -3
Not at all good..... -4

d. In what way is the quality unsatisfactory? Is it the quality of the picture or of the sound, or of both the picture and the sound?

Picture.....37-1
Sound..... -2
Both..... -3

7a. Who usually turns on the program Sesame Street? Do you tune it in, do(es) [name of child(ren)] tune it in themselves--or do they ask you to tune it in?

Adult tunes in.....38-1
Child tunes in..... -2
Child asks..... -3
Depends..... -4
Not sure..... -5

ASK ABOUT ALL CHILDREN 2-5 YEARS OLD:

b. About how long have the children been watching Sesame Street? (IF MORE THAN ONE CHILD RECORD ANSWER FOR CHILD WHO STARTED WATCHING MOST RECENTLY)

Less than 3 months.....39-1
3 - 6 months..... -2
7 - 11 months..... -3
1 year or over but less than 2 years..... -4
2 years or more..... -5
Not sure..... -6

8a. What do you particularly like about Sesame Street as a program for children?

40-

41-

9b. How about [name of child(ren)] ? What does he or she especially like about Sesame Street? (PROBE: Do you feel there's anything the children have learned directly from watching Sesame Street? What is that?) Can we ask him or her? (ASK OF CHILD WHO HAS WATCHED MOST RECENTLY IF CHILD IS PRESENT. INDICATE IF RESPONSE COMES FROM CHILD OR MOTHER. IF RESPONSE IS GIVEN BY CHILD, INDICATE AGE OF THE CHILD RESPONDING. TRY TO GET RESPONSE FROM BOTH MOTHER AND CHILD.)

Mother	Child (Indicate Age) _____ 42-
43-	45-
44-	46-

47-49 = 8

10a. Are there any older children ages 6 through 11 in the family?

(ASK Q.10b) - Yes.....50-1
(SKIP TO Q.12a) - No..... -2

b. How many?

Enter #: 51-_____

c. Do these children watch Sesame Street now?

(ASK Q.10d) - Watch.....52-1
(SKIP TO Q.10g) < Don't watch..... -2
Not sure..... -3

10d. Where do they watch it--at home, at school, or somewhere else? (RECORD MULTIPLE RESPONSES)

(ASK Q.10e) - Home.....53-1
School..... -2
(SKIP TO Q.10g) Somewhere else: _____ (PLEASE SPECIFY) -3
Not sure..... -4

e. About how often would these children watch Sesame Street at home?

Every day.....54-1
3 - 4 times a week..... -2
Once a week..... -3
Once in two weeks..... -4
Once in a while..... -5
Not sure..... -6

f. How often do these older children watch along with the younger ones--usually, occasionally, hardly ever, never?

Usually.....55-1
Occasionally..... -2
Hardly ever..... -3
Never..... -4

g. Did these children watch Sesame Street when they were young?

Yes.....56-1
No..... -2
Not sure..... -3

ASK Q.11 IF OLDER CHILD(REN) IN THE FAMILY WATCHED SESAME STREET WHEN YOUNGER (Q.10g). ALL OTHERS SKIP TO Q.12.

11a. In your opinion, has watching Sesame Street in the last few years made any difference to your children who are now in school or not?

Made a difference.....57-1
No difference..... -2
Not sure..... -3

b. Why do you say that?

58-

59-

11c. Do you think [(name(s) of younger child(ren))] are more excited about Sesame Street, less excited about it, or as excited about it as the older child(ren) was(were)?

More excited.....60-1
Less excited..... -2
As excited (same)..... -3
Younger child doesn't watch..... -4

d. Do you think the younger child(ren) are more likely to watch Sesame Street because of their older brothers and/or sisters or are they less likely to watch because of them or hasn't it made any difference?

More likely.....61-1
Less likely..... -2
No difference..... -3

ASK EVERYONE:

12a. People have different ideas about what is important in life. For each of the following I'd like to know if you feel it's very important to you personally, fairly important or not that important? (READ LIST)

	Very Important	Fairly Important	Not That Important
Financial security.....	62-1	-2	-3
Having children.....	63-1	-2	-3
Education.....	64-1	-2	-3
Religion.....	65-1	-2	-3
Getting ahead.....	66-1	-2	-3
Work.....	67-1	-2	-3

b. For each of the following statements, I'd like to know if you agree strongly, agree partially, disagree partially or disagree strongly?

	Agree Strongly	Agree Partially	Disagree Partially	Disagree Strongly
1. Strict, old-fashioned upbringing and discipline are still the best ways to raise children.....	68-1	-2	-3	-4
2. It's important for parents to have lives of their own even if it means spending less time with their children.....	69-1	-2	-3	-4
3. If children are going to succeed in life, it's important for them to get a head start at home.....	70-1	-2	-3	-4
4. Children learn a lot of good things from television.....	71-1	-2	-3	-4
5. Parents shouldn't push their children. It's their life--let them live it the way they want.....	72-1	-2	-3	-4
6. Parents really have to be careful about what their children are watching on television.....	73-1	-2	-3	-4

ASK EVERYONE:

13a. Altogether how many grown-ups and children are there living in this house?

Two.....74-1
Three..... -2
Four..... -3
Five..... -4
Six..... -5
Seven or eight..... -6
Nine or ten..... -7
More than ten..... -8

13b. How many people work full time? (RECORD BELOW UNDER Q.13b)

c. How many people work part time? (RECORD BELOW UNDER Q.13c)

	Q.13b Full Time	Q.13c Part Time
One.....	75-1	76-1
Two.....	-2	-2
Three.....	-3	-3
Four.....	-4	-4
None.....	-5	-5

80-1

d. ASK ABOUT EACH PERSON EMPLOYED FULL TIME (Q.13b): What kind of work does _____ do? (WRITE JOB IN SPACE PROVIDED--AND THEN RECORD CATEGORY BELOW UNDER Q.13d)

e. ASK ABOUT EACH PERSON EMPLOYED PART TIME (Q.13c): What kind of work does _____ do? (RECORD CATEGORY BELOW UNDER Q.13e)

	Q.13d Full Time				Q.13e Part Time			
Person's Job:	#1	#2	#3	#4	#1	#2	#3	#4
	CARD 2							
Professional.....	6-1	7-1	8-1	9-1	10-1	11-1	12-1	13-1
White collar.....	-2	-2	-2	-2	-2	-2	-2	-2
Skilled labor.....	-3	-3	-3	-3	-3	-3	-3	-3
Unskilled labor.....	-4	-4	-4	-4	-4	-4	-4	-4
Service.....	-5	-5	-5	-5	-5	-5	-5	-5
Civil service.....	-6	-6	-6	-6	-6	-6	-6	-6
Other.....	-7	-7	-7	-7	-7	-7	-7	-7

14a. Is there a child in the household who has a physical handicap, is deaf or has another similar problem?

(ASK Q.14b) Physical handicap.....14-1
Deafness..... -2
Other: _____ (PLEASE SPECIFY) -3

(SKIP TO Q.15a) - No child with such a problem..... -4

b. What age is the child?

Under 2 years.....15-1
2 - 5 years..... -2
6 - 11 years..... -3
12 - 15 years..... -4
Over 15 years..... -5

c. Does the child watch Sesame Street?

(ASK Q.14d) - Yes.....16-1
(SKIP TO Q.15a) - No..... -2

d. How often does he/she watch--regularly, occasionally, hardly at all or almost never?

Regularly.....17-1
Occasionally..... -2
Hardly at all..... -3
Almost never..... -4

15a. I'd like to leave you a free copy of the Sesame Street magazine for the children. Incidentally, have you ever seen one before?

(ASK Q.15b) - Seen.....18-1
(SKIP TO AGE OF RESPONDENT) Never seen..... -2
Not sure..... -3

b. Where did you see it?

School.....19-1
Church..... -2
Older child brought it home..... -3
Other: _____ -4
(PLEASE SPECIFY)

A. AGE OF RESPONDENT:

Under 21 years.....20-1
21 - 34 years..... -2
35 - 49 years..... -3
50 years plus..... -4

B. REINTERVIEW: May we call on you again for a second, brief interview about Sesame Street, some time in the near future?

Yes.....21-1
No..... -2

C. RECORD--DO NOT ASK:

Race:

White.....22-1
Black..... -2
Puerto Rican/Spanish-speaking nationalities..... -3
Other..... -4

ASK D ONLY IF RESPONDENT IS PUERTO RICAN OR OF SPANISH ORIGIN:

D. What is the main language spoken in the household?

English.....23-1
Spanish..... -2
Other..... -3

E. SEX: (BY OBSERVATION)

Male.....24-1
Female.... -2

80-2

CARD 4b

Weekdays 8 - 9 a.m.

Weekdays 9 - 10 a.m.

Weekdays 4 - 5 p.m.

Weekdays 4:30 - 5:30

#8141

CARD 5a

One hour or less every Saturday

More than one hour to two hours every Saturday

Every other Saturday

About one Saturday a month

Less than one Saturday a month

Irregularly

Never

#8141

CARD 5b

Saturday 8:00 - 9:00 a.m.

Saturday 10:00 - 11:00 a.m.

#8141